

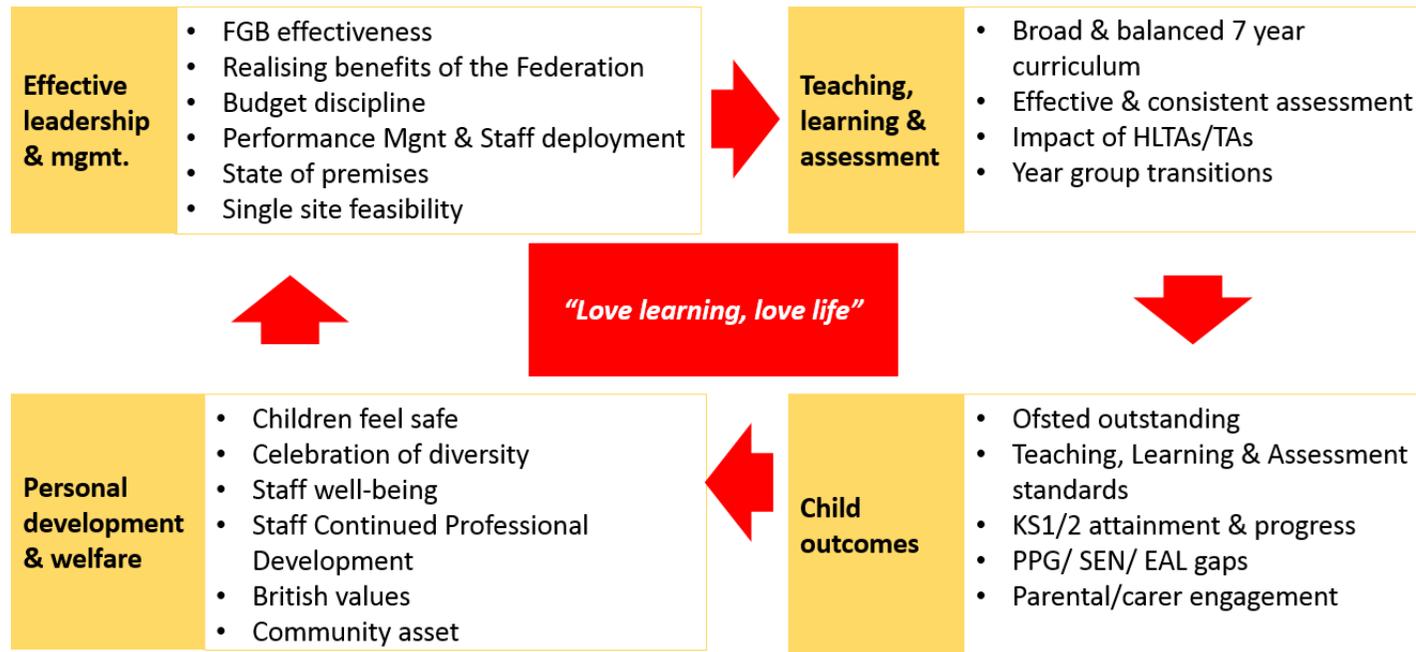
Hampton Hill Junior School– School Improvement Plan 2018-19

Strategic Context

The School Improvement Plan provides an overview as to how the school intends to deliver against the strategic priorities set by the FGB and SLT, all of which are listed in the left-hand column of the tables that follow.

The FGB set the strategic priorities with a view to fulfilling the following objectives for the Federation in the next 3 years:

Strategic objective measures (3 year plan)



Key Priorities: (Informed by a range of stakeholder inputs and audits):

Pupil progress and attainment

Secure school finances

The impact of curriculum leadership on outcomes

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Maintained areas from previous SIP

<p>To develop the effectiveness of the governing body in challenging and supporting the school</p>	<ul style="list-style-type: none"> • Use School Improvement Partner Report questions to inform sub-committee meetings. • Ensure an FGB and sub-committee structure and scope that is supportive to positive outcomes for children. • Link governor CPD to school priorities. • Ensure school reporting and visits to school and events inform governor awareness of school judgements. 	<p>OWNER HT DHT FGB</p>
<p>To ensure benefits of the Federation are reviewed regularly</p>	<ul style="list-style-type: none"> • RAG rate progress towards SIP priorities and provide updates to the FGB. 	<p>SLT FGB</p>
<p>To continue to maximise the impact of LSA on pupil outcomes</p>	<ul style="list-style-type: none"> • Provide regular CPD input that is directed by school and team priorities. • Provide feedback from observations to improve practice. • Review the impact of interventions on a termly basis. 	<p>SENCO A/F</p>
<p>To improve staff well-being</p>	<ul style="list-style-type: none"> • Embed and develop strategies that are informed by the staff wellbeing policy, our annual staff survey and other feedback. 	<p>SLT P/P</p>
<p>To continue to support pupil awareness of British Values</p>	<ul style="list-style-type: none"> • Continue to plan opportunities to enhance pupil understanding of British Values through our curriculum- communicated through the website and monitored by governors. 	<p>SLT A/F</p>
<p>To support community cohesion</p>	<ul style="list-style-type: none"> • Continue to develop community links that are supportive to our pupils gaining a wider perspective and deeper understanding of different social attitudes and lifestyles. • Continue to develop links with local community groups and locality schools that enhance opportunities for the children. 	<p>SLT FGB</p>
<p>To ensure effective and timely engagement with parents and carers</p>	<ul style="list-style-type: none"> • Arrange curriculum information evenings and targeted workshops to support and inform parents. • Use parent engagement sessions to inform improvements in school procedures. 	<p>SLT FGB</p>
<p>To comply with GDPR requirements</p>	<ul style="list-style-type: none"> • Continue to monitor the successful implementation of required duties and practices. 	<p>SLT FGB</p>
<p>To ensure high standards of site maintenance</p>	<ul style="list-style-type: none"> • Ensure the site is safe, secure and enhances what we provide for our children and community. 	<p>SLT F/P</p>

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1 The effectiveness of leadership and management

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec 18	April 19	July 19
1.1 To contribute to a feasibility study for an all through primary school on the Clarendon site (after 2021)	<ul style="list-style-type: none"> Hold discussions with the local authority to identify suitable locations and sources of capital investment available, to conduct high level feasibility assessment. 	FGB F/ P Committee	Report submitted to the FGB outlining: <ul style="list-style-type: none"> (i) Potential locations; (ii) Funding availability; (iii) Likely revenue vs running costs; and (iv) Recommended next steps. Response from AFC.			
1.2 To achieve our 18/19 budget and balance the 19/20 budget by taking timely actions on income generation and costs	<ul style="list-style-type: none"> Review any variance in actual financial performance against the budget assumptions; and escalate any material variance to the FGB with recommendations for remedial action. Identify cost savings and revenue opportunities to enable revenues to equal costs in 2019/20. 	F/P Committee P&P Committee	The actual gap between expenses and revenues to be no larger than budgeted for (2018/19). Balanced budget (2018/19). 2019/20 budget is submitted without the need for the school to enter a funding deficit or any recovery planning.			
1.3 To further develop and embed the role of curriculum leaders	<ul style="list-style-type: none"> Complete curriculum action plans that link to identified SIP priorities. Participation in relevant locality links to share and inform best practice e.g. moderation of writing. Widen YGL (Year Group Leader) input into our school self-review schedule. Ensure the structure of leadership meetings and CPD is supportive to positive outcomes. Use SPARK credits to provide required support. Further develop the role of curriculum leaders and year group leaders in the analysis and response to data patterns and trends. 	HT DHT C Capon A/F Committee	Action plans achieved- with progress evident in priority areas. Locality links in place that support positive outcomes. Self-review evidence that consistently highlights high quality teaching- with inputs in place as required to further support this. Minutes demonstrating impact. Curriculum leaders inputting into governor sub- committee meetings. Data analysis that informs and highlights school improvement across the curriculum.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec 18	April 19	July 19
1.4 To develop and extend the impact of volunteers at HHJS	<ul style="list-style-type: none"> Provide opportunities for volunteers to support and engage with pupils at HHJS- Parents/ community/ locality links/ work experience/ Teach Again/ St Mary's University/secondary school links/ D of E) Clarify and promote the role of the PTA at HHJS to support community events and fund raising. Introduce a consistent model of Class Reps across the school to support communication of accurate and supportive messages and engagement. 	HT DHT SENCO CW A/F Committee	<p>Positive feedback, engagement and inputs.</p> <p>Successful and vibrant PTA that impacts on community events and fund raising.</p> <p>Class Reps in place and impacting on positive and consistent communications.</p>			

2 The quality of teaching, learning & assessment

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Apr	Jul
2.1 To ensure efficient and accurate assessment procedures inform next steps and support pupil progress	<ul style="list-style-type: none"> Ensure school self-review procedures are communicated and fully in place. Continue to embed assessment procedures that impact positively on pupil awareness of their targets, informed class teaching and the delivery of early and effective additional interventions. Provide termly parental updates to support the above. Use FFT data to support target setting procedures. Ensure foundation curriculum assessments inform planning and delivery and annual pupil reports. 	HT DHT SENCO PPG Lead YGLs A&F Committee	<p>School self-review schedule completed with resultant actions and feedback impacting on outcomes (e.g. Book Looks, observations and pupil voice).</p> <p>Positive progress and attainment data- at least in line with predictions.</p> <p>Positive parental response and engagement.</p> <p>Progress and attainment data at least in line with FFT predictions.</p> <p>Pupil attainment and progress across the foundation curriculum/ Annual Pupil reports.</p>			

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	<ul style="list-style-type: none"> Use baseline assessments to inform starting points and highlight gaps. Ensure KS1 moderation procedures are supportive to a positive transition process. 		<p>Progress data from starting points.</p> <p>Positive response to transition procedures.</p>			
<p>2.2 To build on existing links with CIS to ensure a progressive, broad & balanced six year curriculum across KS1 and KS2 that enthuses motivates stimulates pupils</p>	<ul style="list-style-type: none"> Provide joint federation CPD to curriculum leaders- with opportunities to meet and review the status of their subjects and ensure consistent delivery and progression of skills and knowledge (in line with age related expectations across the federation). Identify new resources which are needed. Submit capitation bids- with resources purchased and distributed to year groups. Enhance our curriculum through a range of strategies and resources (e.g.: Growth Mind-set approach/ access to outdoor learning opportunities/ responding to barriers to learning). 	<p>HT DHT A&F Committee C Capon</p> <p>Curr. Leaders YGLs</p>	<p>SIP targets RAG rated.</p> <p>Subject action plans targets reviewed (termly).</p> <p>Progress towards clear skills progressions in place.</p> <p>Positive curriculum reviews (termly).</p> <p>KS1 and KS2 learning objectives linked to ARE (Age related expectations) and achieved.</p> <p>Curriculum hours monitored for manageability.</p> <p>Positive response to new schemes of work (computing, PSHE and PE).</p> <p>Accessible 18/19 planning saved on server.</p> <p>Barriers identified and addressed.</p>			
<p>2.3 To build on current good practice to ensure high standards of Quality First Teaching are consistently delivered to all pupils</p>	<ul style="list-style-type: none"> Ensure strategic support is in place to enable us to improve outcomes for all children- with a focus on children with additional identified needs. Ensure a commitment to high quality, resourced and differentiated teaching that impacts on all pupils consistently. 	<p>HT DHT TB PJ A/F Committee</p>	<p>School self-review procedures, identifying consistent high quality practice- with support in place as required.</p>			
<p>2.4 To develop Maths Mastery across the school</p>	<ul style="list-style-type: none"> Develop external (CPD) links that are supportive to maths developments across the federation. Participate in a Maths Mastery project along with CIS colleagues. Look to develop shared maths projects with CIS. Review and enhance curriculum planning and resourcing accordingly. 	<p>LOC DHT HT A/F Committee</p>	<p>Maths coordinator monitoring- showing positive impact on outcomes.</p> <p>Positive feedback from year group teams and federation participants.</p> <p>Curriculum reviews.</p>			

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2.5 To ensure efficient use of new resources and developments to enhance what we provide at HHJS	<ul style="list-style-type: none"> • Ensure regular use of our new library by pupils across the school. • Ensure positive and inclusive practice in our enhanced SRP, which is supportive to individual outcomes- whilst not impacting negatively on others (with forward planning in place for next year’s increase in numbers). 	DHT SENCO SRP Lead HT A/F Committee	Positive response from staff, pupils and community. Positive SRP steering group feedback.			
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3 Outcomes for pupils

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Apr	Jul
3.1 To continue to maintain high end of KS2 attainment by achieving in advance of FFT 20 target for ‘expected’ standard in maths, reading and writing (individually and combined)	<ul style="list-style-type: none"> • Track children regularly through Classroom Monitor data. • Use this data to inform termly pupil progress meetings. • Respond to the above- with quality class teaching and targeted additional interventions and inputs that are effective. • Provide clear leadership routines, support and resourcing- to ensure high quality and consistent teaching and learning. • Ensure efficient marking/feedback procedures are in place to inform teachers and to engage children to know how to make next steps progress. 	DHT HT A&F Committee YGLs	Pupil data. Pupil progress meeting minutes (termly). As above. Lesson observations. Intervention Tracker. SIP Termly Reports (R Hafeez) Leadership minutes- detailing identification of issues and positive/ effective responses. Positive response from staff and pupils.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Apr	Jul
3.2 To work towards ensuring progress for all pupils is at least expected (3 point per year- 12 points across the key stage) from their starting points- with a focus on narrowing gaps for vulnerable pupils	<ul style="list-style-type: none"> Analyse data (half termly)- to inform our teaching delivery and expectations. Ensure termly pupil progress meetings inform class teaching input and decisions as to the need for additional interventions for identified pupils. Implement a clear and effective PPG strategy. Ensure our SEN/ EAL procedures are fully in place and supportive to children achieving at least expected outcomes. 	HT DHT A&F Committee PPG Lead SENCO EAL Lead	Tracking of interventions show pupil make good progress from the baseline. Pupil progress minutes identify effective actions. PPG and SEN/ EAL reviews- highlighting consistent and positive impact.			

4 Personal development, behaviour & welfare

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Apr	Jul
4.1 To ensure consistent and high quality safeguarding and wellbeing practice is in place	<ul style="list-style-type: none"> Implement all actions from the LA safeguarding audit (July 2018). Arrange meetings with the safeguarding lead at CIS. Provide staff training as required. Ensure consistent practice is in place and supportive to pupil wellbeing and any barriers to learning (e.g. attendance/ punctuality, pupil voice, Healthy Schools Award, Green Mile). Ensure safeguarding policy and practice is in line with updated Keeping Children Safe in Education (September 2018) Ensure transitions around the school are consistent and supportive to children being safe and ready to learn when they enter the building. 	DSO HT DHT A&F Committee	All improvement areas from the audit have been achieved. Shared knowledge and protocols across the federation. Training completed and supportive to procedures. Outcomes that ensure excellent practice is consistently in place. Policy updated and procedures fully in place and operational. A culture is evident that is supportive to children consistently being ready to learn.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Apr	Jul
4.2 To improve the lunch-time experience for children	<ul style="list-style-type: none"> • Work with teams (e.g. Lunch Leaders) to ensure consistent behaviour management, a wide range of enjoyable and inclusive lunchtime opportunities and a positive eating experience- with required resources in place. • Embed librarian, sports leader and music leader roles to support a positive playground experience. 	DHT/HT/ SENCO PPG Lead A/F Committee SB/ JH SN	Improved well-being and engagement of children. Fewer incidents of poor behaviour- positive response from the school council. Positive feedback from parents/carers. Improved learning in afternoon sessions.			